

## **THE EARTH FROM ABOVE**

### **Geographic Themes From The Air: MOVEMENT**

**by:** Fred H. Walk  
1989 CRAM Award Winning Lesson  
Normal, IL

**Description:** *THE EARTH FROM ABOVE* is a visual aid depicting the physical and cultural landscape of Normal, IL and surrounding communities. The kit provides teachers with a series of slides and accompanying learning activities that develop the geographic themes of location, place, movement, human/environment interaction and region. Students are provided an aerial perspective that requires them to use their powers of observation. The learner is then engaged in observation, speculation, analysis and evaluation (OSAE can you see), critical thinking skills development. The lessons and slides are adaptable to any grade level and can be utilized by teachers in any region of the nation.

**Objectives:** The students should be able to...

- a) Understand the geographic themes of location, movement and human-environment interaction.
- b) Identify ways in which individuals depend upon each other within their community.
- c) Identify examples of linkages (roads) and the types of items generally moved.
- d) Explain why human activities require movement.
- e) Analyze the ways in which technological change has increased human mobility and movement.

**Materials Needed:**

- \* A slide that emphasizes the geographic theme of movement (you must take).
- \* Slide projector
- \* Handout containing student activities for the slide (See attached example)

**Procedure:**

- a) The class will observe a slide showing a shopping mall and the surrounding transportation network. Students are asked to determine where stoplights would be located and predict future stoplight intersections.
- b) Provide each student with the handout accompanying the slide.
- c) Ask students to determine the purpose of the building located in the middle of the slide (shopping mall).
- d) Ask students why shopping malls developed. Stress accessibility, impact of the auto, and convenience. Point out the idea of movement of goods and people that occurs within a shopping mall. Stress that movement demonstrates interdependence, linkages between places, and the transfer of people, ideas, and products.
- e) Have students observe the transportation network surrounding the mall area.
- f) Ask student to determine how many intersections contain stoplights.
- g) Ask students to locate interesections that have stop- lights. Point out the major roads to the students. (Notice the major roads surrounding the mall area.) There are stoplights at each of these intersections.

**h)** Ask students why there would be stoplights at these intersections. What is the purpose of stoplights? What might the location of stoplights reveal about that particular place? (Answer: High density of traffic, movement,...)

**i)** Ask students to predict the location of future stoplights. Why are there no stoplights in the residential area?

**j)** Ask students to indicate the direction of the 100 year old Country Courthouse. The courthouse is located approximately five miles southwest of the shopping mall. Much of the growth of this community has occurred to the east of the central business district.

**k)** Notice how the residential area meets the retail and commercial area. Ask students if this was a planned development. What clues might reveal that it was planned?

---

## **HANDOUT - GEOGRAPHIC THEMES FROM THE AIR: MOVEMENT**

(The top of the slide indicates east.)

**A.** As you analyze this slide, you will notice that there are several instances where streets intersect. There are street lights at some of these intersections. How many intersections in this slide do you think probably have street lights?

**B.** Remembering that the top of the slide is east, describe where you think at least four intersections with stoplights are located in the slide. Stoplight #1; Stoplight #2; Stoplight #3; Stoplight #4.

**C.** Describe where you think a new stoplight is most likely to be located in the future. Explain why.

**D.** Suppose you were on a field trip to visit the 100-year-old Country Courthouse that is located in this city but is not pictured in the slide. In which direction on the slide would you probably travel to reach the Courthouse? Explain.